

Subject: Geography

Medium Term Plan Year 7 - Brilliant Biomes SOW

Unit planning and evaluation sheet:

Year 7 Unit 3	Title: Brilliant Biomes	
Why are you teaching it? What do they need to know? Misconceptions?	Links to the KS3 National Curriculum: 'to understand how human and physical processes interact to influence and change landscapes'. To develop their geographical skills 'To build on their knowledge of globes, maps and Atlases' and 'extend their locational knowledge'. Misconceptions: That biomes are found over an entire country rather than linked to latitude and other geographical factors.	
Why are you teaching it now? What prior learning do students have?	Prior Learning: Students have previously learnt about basic world Geography during Module 1. Why Now?: This builds on their learning of continents and oceans and allows deeper study of the main physical ecosystems on Earth.	
	Key words (Highlighted for Frayer model deep dive)	ecosystem, biome , biotic, abiotic, adaptation, biodiversity, deforestation, economic, erosion, global warming, sustainable
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	Oracy (highlight in yellow for a Frayer model deep dive)	Confidently be able to discuss the issues within this topic. Always aim to Elicit response from whole class <i>All students should respond to questions using either:</i> Think - Pair - Share Use of Mini whiteboards (Ensure all misconceptions are addressed before moving on) Type of questions: <ol style="list-style-type: none"> 1. Open questions. E.g What do you think about...? 2. Higher order questions. E.g What can you infer...? 3. Hinge questions. E.g. diagnostic questions asked at the point in the lesson called the 'hinge' where you need to check if your students are ready to move on Students will use tier 2 & 3 vocabulary in their verbal answers.
	Literacy	Define new key words such as 'biome', 'environment', 'ecosystem', 'latitude', 'habitats' and 'vegetation', 'tundra', 'desert', 'deciduous' and 'TRF'. Write about these natural features in each biome and how human activity is changing them. Reading: Use of the three whole school reading strategies where appropriate: <ol style="list-style-type: none"> 1. Skim, scan and zoom. 2. Choral and repeated reading 3. Use of tier 2 and 3 vocabulary Extended writing using clear success criteria. Use of Frayer model to embed understanding of key words.

	SEND	Learning objectives are made clear for each lesson and differentiated resources provided for our SEND students to access all lessons. Use of PCS 10 for SEND strategies. All staff to have seating plans identifying SEND students, making sure SEND students are asked more questions and provided with more support in lessons. All staff will have pupil profiles in their teaching and learning folders.
As a result of assessment what % of students can achieve these focus skills.		
What amendments are you going to make following evaluation of this module?	TBC	

Topic 3

1. Beautiful Biomes

Year 7 Beautiful Biomes	Content	Student Activities	Key Objective
Lesson 1 Introduction to Biomes (Links with lesson on Latitude and Longitude	Introduction to Biomes, location and characteristics	Students do a group activity where they go around room identifying the various biomes and the different characteristics of each	Students need to be able to have an idea where different biomes can be found and be able to explain why these biomes can be found there
Lesson 2 Global Biomes + link to Latitudes	Extension of lesson 1 where students need to show the link between the latitudes and global biomes	Same as above ...	Students need to be able to have an idea where different biomes can be found and be able to explain why these biomes can be found there
Lesson 3 Climate graphs	Skills: Students learn how to read and	Exercises relating to the reading and	Be able to read a climate graph. And

	construct a climate graph	interpretation of climate graphs	identify the kind of likely biome associated with the climate graph
Lesson 4 Deserts	Students learn where deserts can be found and that there are cold and warm deserts	Students use atlases to identify the world deserts and be able to describe in words where they are	Introduction to a GCSE topic : Deserts and where they can be found . Please link this with the longitude and latitude
Lesson 5 Desert : Climate graph	Students construct a climate graph of a typical hot (or cold) desert	Students use their previous knowledge in constructing a desert climate graph and interpret the graph	Linking climate graphs with specific biomes
Lesson 6 Animal and plant adaptations in deserts	Adaptation of plants and animals in extreme environments	Students design their own animals to show that they understand how animals and plants adapt to extreme environments	Key GCSE concept : Adaptations of plants and animals in a desert environment
Lesson 7 Desertification	The threat of desertification and the link between causes, impacts and mitigation	Students complete a table to identify the reason for desertification and ways to counter it	Key GCSE concept : Understand what it means and how this is linked to Climate change and how we can adapt or counter
Lesson 8 How do we mitigate against desertification	Key strategies to show how people across the globe are trying to mitigate against desertification and climate change	Students discuss various ways that we can mitigate against Desertification : Climate change	Students need to understand that there are real consequences of desertification and that there are ways to mitigate against it
Lesson 9 :Opportunities : Tourism in a hot desert	The concept of opportunities (not just challenges) in an extreme environment	Real case scenario : Students need to look at the advantages and disadvantages of Tourism in a specific place	Students need to understand that there are also opportunities in extreme environments
Lesson 10 Assessment Lesson	Assessment Lesson	Assessment Lesson	Assessment Lesson
Lesson 11 R2F	Feedback Lesson	Green Pen Feedback	Record Assessment data
Lesson 12 The Tundra	Looking at life in a cold desert (adaptations/ Opportunities	Students need to describe the location / Adaptations of plants and animals	Content: Comparison between cold and warm extreme biomes
Lesson 13 Deciduous Forests	Describe the characteristics of a deciduous forests / Location ect	Describe what life is like in a deciduous climate / Linked with biomes found in the UK	Content : Characteristics of deciduous forests / UK biome
Lesson 14 Introduction Rainforests	Characteristics of a rainforest and the location	Describe the location of rainforests	The location of rainforests and linked with Longitudes and latitudes
Lesson 15 Tropical Rainforests : Structure	Characteristics and location of Tropical rainforests	Draw the structure of a rainforest and identify the different characteristics of each layer	Key content : Structure and characteristics of a rainforest
Lesson 16 Adaptations in a rainforest	Plant and animal adaptations to the extreme environment of a rainforest	List the ways in which animals and plants have adapted to live in a tropical rainforest	Adaptations of plants and animals in a tropical rainforest

Lesson 17 Deforestation	Causes and effects of deforestation : Linked with Climate change	Students have to identify the causes of deforestation . Choose which one is the biggest concern	Causes of Deforestation : Linked with Climate change
Lesson 18 Sustainable use of the rainforest	Key term : Sustainability of the rainforest	Discussion + extended piece of writing on how the forest can be sustainably managed	Sustainable development of the Tropical rainforest
Lesson 19 Assessment	Assessment	Assessment	Assessment
Lesson 20 R2F	Feedback lesson	Feedback Lesson	Please record Assessment data